



PSHE Knowledge Progression

Foundation Stage

Early Learning Goals for Personal, Social and Emotional Development

	Self-Confidence & Self Awareness	Managing Feelings & Behaviour	Making Relationships
Early Years Foundation Stage	Statutory framework for the Early Years Foundation Stage states - Educational programmes must involve activities and experiences for children, as follows: Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities		
Foundation Stage	• Children are confident to try new activities, and say why they like some activities more than others. • They are confident to speak in a familiar group and will talk about their idea	• Children talk about how they and others show feelings. • Children talk about their own and others' behaviour, and its consequences. • Children know that some behaviour is unacceptable.	• Children know how to play cooperatively, taking turns with others. • Children know how to take account of one another's ideas.

Key Stage 1

PSHE is a non-statutory element of the curriculum. The PSHE Association provides the optional programme of study; "we encourage schools to select content that is relevant to their pupils".

* The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.

*The Relationship Education (Primary) guidance updated 20th July 2019.

*The Physical Health & Mental Wellbeing (Primary &Secondary) guidance (20th July 2019) states 'The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing'

YEAR ONE

	Living in the Wider World	Relationships	Health & Wellbeing
	Children should know		



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Statutory Requirements *	L1 How they can contribute to the life of the classroom and school. • L2 To help construct, and agree to follow, group, class and school rules and to understand how these rules help them. • L3 That people and other living things have rights and that everyone have responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed). As appropriate to Year 1. • L4 That they belong to different groups and communities such as family and school. • L5 What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) • L6 That money comes from different sources and can be used for different purposes, including the concepts of spending and saving. • L9 Ways in which we are the same as all other people; what we have in common with everyone else. • L10 About the 'special people' who work in their community and who are responsible for looking after them and protecting them.	• That families are important for children growing up because they can give love, security and stability. • 2.1 The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • 3.1 The importance of respecting others, even when they are very different from them. • 3.3 The conventions of courtesy and manners. • 5.2 About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe	• That there is a normal range of emotions e.g. happiness, sadness, anger, fear, surprise, nervousness). • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
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Year one	<u>Who is in my local community? (L1/L4/L5/L6)</u> • Children will know about people around them and know that they are part of different communities e.g. school, mosque. • Children will be able to talk about different communities. <u>How can we look after the environment?(L3)</u> • Children will understand what the environment is. • Children will understand that we recycle paper and other waste products. <u>How will it feel to be a year older? (L14).</u> • Children will understand their strengths. • Children will understand the importance of setting targets for Year 2 <u>Can I look after money? (L15/16/17)</u> • Children will understand that people work to earn money and know that it is important to keep this safe in a purse, wallet or money box	<u>Who is in my family? (R1/R2/R3/R4/R5)</u> • Children will identify that there are people who care for and look after them. • They will name their family members and know their relationship to them. • Children will identify simple similarities and differences within their families. <u>Who is special to me? (R21/R22)</u> • Children will identify that there are people who care for and look after them. • They will know who their special friends at school are. • Children will demonstrate respect to others by using their manners. Safer Internet Day • Children will identify that there are people who care for and look after them when they are on the internet. • They will know who to ask for help when using the internet. • Children will know what a secret is and know that they must always tell their family everything.	<u>What is a good choice? (H1/H2/H3/H4/H5)</u> • Children will consider good and bad choices within the school environment and what consequences these may bring e.g. receiving a smiley sticker for a good choice. • Children will understand why we have to wash our hands and what will happen if we do not do this. • Children will understand the importance of good dental hygiene. • Children will understand why and how they look after their teeth. • Children will meet the dental nursing team. Children will understand the importance of exercise. Children will understand the importance of taking a break when online/watching TV.
Global Goals	Introduce Global Goals Children able to express that they are a “set of Promises” Children recognise the poster and identify some of the goals.		



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SRE R10/R13/R16/R17/H25	Children able to use the correct names for the main parts of the body including external genitalia- name penis and Vagina. Children to understand that parts of the body that are covered with underwear are private.		
Year Two	Why am I unique? (L8) - Children will know what they are good at and understand that everyone is different but special in their own way. - Children to appreciate diversity - Children to understand the word "Unique" - Children will know what things they have in common with others e.g. hobbies and interests. How can we look after the environment? (L5) - Children will know the importance of turning off the lights when leaving a room, not filling the kettle with too much water, switching off devices. How will it feel to be a year older? (L1/L2/L3) Children to understand the terms: Rights, Rules, Responsibilities - Children will become aware of new expectations. - Children will understand the importance of rules. - Children will work together to create and agree on what rules are needed in the classroom and the school.	How do we treat others?(R2/R4/R12)(R6/7) - Children to understand the meaning of fairness - Children to understand the meaning of conflict and how to resolve. Are we all the same?(R8) - Children will identify differences and similarities between people and talk about these. They will focus on physical features e.g. eye colour, hair colour, skin colour. - Children will understand that receiving care and love, regardless of the dynamics of a family, is being part of a healthy family How do I feel? (R10/R11/R12) - Children to understand the terms Actions, Behaviour and consequences. - Children to understand how their bodies can get hurt. - Children will understand how it can be upsetting to lose a special toy or miss a friend that has left school. They will know how to describe their emotions e.g. sad, miserable, and upset. - Children will understand the term bullying	How do I keep safe? (H1/2,H11,H12,H29/H30/H32/H35, H8) - Children will know what being safe means. - Children will know why bottles have safety caps and that touching these bottles can be dangerous. - Children will know how to keep safe in different scenarios-home, street, swimming pool, beach. - Children will understand the importance of Road Safety. - Children will know how to keep safe in the sun. How do I cope with loss? (H5) - Children to be able to talk about changes in feelings/behaviour linked to loss. How do I show feelings? (H15,H16,H17, H18, H19, H20) - Children be able talk about people having different responses to the same scenario.



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	How can we save money? (L6/L7) - Children will learn about saving money for later. - They will understand the reasons for saving and how it might make them feel. - Children will understand the different kinds of money and the different ways of paying for things.	(online or offline) What are different types of touch, Safe touch? (R10) - Children to be able to describe the different types of touch. - Children to identify the types of touch that might make us feel uncomfortable.	
Global Goals	Children to explain what the goals are, the purpose of them. The goals are about global responsibility. The children recognise the poster with the goals on. Children able to explain –Global Goal –Good Health and well-being, Life on Land, Quality Education,		
SRE- (H10)	Children understand that as we grow we change. Children be able to identify the physical similarities and differences between boys and girls. Children to recognise the male and female sex parts. Children to use the correct names for the main parts of the body including external genitalia.		

Lower Key Stage 2

	Relationships	Health and Well Being	Living in the Wider World
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National Curriculum	<u>Relationships</u>	<u>Health and Well Being</u>	<u>Living in the Wider World</u>
	R1 To talk about the way we can express and recognise emotions both verbally and non-verbally R5-R9 To know that what families have in common and that there are different types of families. R7 Be able to talk about actions, choices and consequences. R8/R9 To know when to keep confidences and when not to. To be able to talk about different types of secrets. To know the safe touch rules. R10 Know the ground rules for discussion and how to disagree respectfully R12 Know the causes of conflict in school and how we can resolve conflict. Know the anger rules and describe strategies for calming down R13 Understand the phrase “different families, same love” (see Stonewall). Talk about the challenges of being different but also why difference should be celebrated. Talk about peer pressure and how this might affect choices. R15	H1/H2 To know the food groups and how food is categorised as health/unhealthy. To know what is meant by a balanced diet. H9-H11 To know the dangers in the home and how to keep safe To understand the idea of real and imagined risk/danger and how to cope with feelings of anxiety. H11/H12 To know the correct way to wash hands. How germs, bacteria and viruses can be transferred and how they are treated H16 To know what habit is and identify good and bad habits. Identify the relationship between values, actions and choices. H17 To know how medicines should be safely stored and the rules about safety around medicines. To know what the difference between a prescription and over the counter medicine is. H21/H22 To know the road safety rules. To know what the Highway Code is and that there are rules about speed, cycling and some of the road markings. H25 To know that we should keep passwords safe.	L3/L4 Children will understand what rights are, what rights children have and will be familiar with the United Nations Convention for the Rights of the Child through a child friendly version L7 To know and understand our rights and responsibilities in the community L9-L11 To understand the word community and what being part of a community means. To identify the different types of community that they can be part of e.g. school, faith group. To be familiar with some local community leaders and voluntary organisations and how they support the community (RE links) L12 To be familiar with the religions and language represented in our wider local community. L15 To know of some local environmental concerns and how conservation groups are working to address these. To make connections with global issues L13 Be confident to talk about the role money plays in their own and others’ lives, including how to decide whether to save or spend.



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	To talk about how to manage risk in the context of dares. To talk about how to manage and respond to dares. R14/R18 To know what bullying is and is not. R16 To know what a stereotype is using the phrase “stereotypes can stop you doing things”. Talk about how we can overcome stereotypes	To know that people behave differently online To know how and where to get help if we feel unsafe online. Make links with e-safety day (February)	To know what the fair trade logo is and why some people might choose to spend their money on these products L16 What is meant by enterprise as appropriate to Y3 linked to enterprise event in Summer 2. To know the skills involved in planning an event such as preparing, team work, managing a budget to make a profit.
SRE specific (CWP resources)	To explore the differences between male and female bodies Name male and female body parts using agreed words		
Global Goals	To know that the Global Goals are a set of “promises” for 2030 To know the purpose of the goals and why they are important for everyone around the world To be able to talk in detail about Global Goals: 3 (good health and well-being), 4 (quality education) 5 (gender equality), 10 (reduced inequality), 15 (life on land)		



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	<u>Relationships</u>	<u>Health and Well-Being</u>	<u>Living in the Wider World</u>
Year 4	R2 To know about different types of relationships and how special relationships are marked (marriages, civil partnerships, Mother's Day) To talk about some traditions in other cultures that mark relationships such as Day of the Dead (Mexico).	H1/H2 To know what make a healthy or unhealthy drink. To understand the health issues with high sugar and "energy" drinks. To know the benefits of exercise both on the body and on positive mental health.	L1 To be able to talk about some of the current issue in the news
	R7 To be able to talk about the impact of bullying on the inside (emotional harm) and on the outside (physical harm)	H4 To know that images can be digitally enhanced and understand why individuals or companies might choose to do this.	L2 To be able to talk about rules and laws in different contexts and how they are drawn up. To know what a democracy is and the role of parliament.
	R7/R8 To be able to describe a healthy and unhealthy relationship.	H8 Know strategies to personally manage or support someone through bereavement or loss Children will understand the terms 'loss', 'bereavement' and 'separation'	L7 To know our rights and responsibilities towards the environment with a focus on water pollution (oceans/ rivers)
	R10 To be able to describe ways that we could make someone feel welcome	H17 To know the effect of the drugs (i) caffeine and (ii) alcohol on the body	L11/L12 To know the causes and impacts of floods and droughts
	R14/R18 To know what the protected characteristics are and what we mean by discrimination	H9/H21 To know the short and long term effects of these drugs	To know how sanitation is a global issue
	R16 To identify particular stereotypes associated with age, gender, disability, culture and concepts of poverty. To know poverty exists everywhere and that is a result of an unequal distribution of resources.	To talk about hazards in the local environment (water, railways, streets) and safe/dangerous places in the local area. To talk confidently about the risk and how to keep safe in these places.	To be able to talk about diversity and why this is important. To describe how we can welcome someone. To talk about the reasons that people move, both economic and cultural.
	R21 Review the rules for safe touch from Y3, talk about consent and the	To differentiate between the terms, 'risk', 'danger' and 'hazard'.	To know what immigration and emigration is and also what it means to seek asylum.
		H22/H25 To understand the rules about sharing personal information and what this is.	To know how the environment provides resources for us all. Talk about sustainable resources including energy.
		To talk about the issues around the sharing of images.	L13
		To know where and how to get help if we feel unsafe online.	



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	acceptability of different types of physical contact		To understand how business and industries persuade us to buy through advertising L16 To be able to talk about an experience of real life enterprise (e.g. PTA, famous entrepreneurs, local enterprise schemes) Identify community institutions e.g. schools, supermarket, and garage. They will understand how these support the community.
SRE	To explore the human lifecycle To identify some basic facts about puberty and understand that puberty is an important stage in the human lifecycle Know some changes that happen during puberty To explore how puberty is linked to reproduction Know about the physical and emotional changes that happen in puberty Understand that children change into adults to be able to reproduce if they choose to To explore respect in a range of relationships and be able to discuss the characteristics of healthy relationships Know that respect is important in all relationships including online		
Global Goals	To be able to talk about the Global Goals and why actions or inactions on one of the goals has an impact on the whole world. To confidently talk about Global Goals already covered in Y2 and 3 To be able to describe and talk about in detail Global Goals: 1 (end poverty), 3 (Good Health and Well-Being), 6 (clean water), 8 (decent work/economic growth), 10 (reduced inequality), 13 (climate action), 14 (life below water), 16 (peace justice and strong institutions)		



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Upper Key Stage 2			
National Curriculum	Relationships	Health and Well Being	Living in the Wider World
Year 5	<u>Relationships</u> R1 Talk about different ways that we can show that we value diversity and explain how and why we celebrate difference R3 Give examples of healthy/unhealthy relationships by explaining how pressures can change dynamics Give examples of how and when we might need to express consent R13 Confidently use terms associated with gender and identity knowing the difference between sex, gender and sexual orientation R14 Talk about the impact of discrimination on individuals, communities and the wider world. Talk about the challenges and positives of speaking out using examples of famous activists.	<u>Health and Well-Being</u> H1/H2 Explain ways that mental health can be improved including diet, exercise, positive relationships, sleep, hobbies and relaxation techniques H4 Explain how images presented in the media can affect self-confidence and body image H9-H11 Explain how exposure to risk changes as we get older and take on more responsibility. Give examples of how we can manage this risk. H12 To know that there are specific issues around personal hygiene related to puberty and how we can keep ourselves healthy and clean during this time H15 Explain the protocols for emergency situations and basic first aid H17	<u>Living in the Wider World</u> L7 Be able to talk about our responsibilities to the planet and global community To be able to talk about personal contributions that make a difference to global issues Talk confidently about the issue of plastic waste and larger projects and initiatives to deal with the problems of plastic waste such as recycled products and plastic alternatives L11 To be able to explain the term mutual respect with respect to different cultural and religious groups in school, the community and the UK L13 To talk about the issues with brands and whether they are value for money. To talk about how big brands are responding to ethical issues and give examples. L26-31



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		Explain what a drug is and the difference between legal and illegal drugs. Be able to explain short term and long term risks. To be able to explain personal and wider consequences associated with the use of drugs. H22 Explain how the use of technology is related to mental health, emotional well-being and sleep patterns. H23 To be able to confidently state where to get help in a range of situations including online, in school, outside school H24 To talk about respectful online behaviour with reference to mobile phone use To understand the idea of digital footprints and the implication for future reputation and personal safety.	To talk about a range of different jobs and entry methods into these careers. To identify stereotypes relating to employment (Link to H5- talk about aspirations for the future) L14 Children will understand what ‘interest’, ‘loan’ and ‘debt’ means. They will understand the main services and types of accounts offered by banks, and banking charges.
SRE	To explain the emotional and physical changes occurring in puberty To understand male and female puberty changes in more detail To understand how puberty affects the reproductive organs Describe what happens during menstruation and sperm production Explain how to keep clean during puberty Explain how emotions/relationships change during puberty Know how to get help and support during puberty		
Global Goals	To review the purpose and significance of the Global Goals To review the Global Goals covered in Years 2 to 4 In addition, to be able to explain in detail Global Goals: 3 (good health and wellbeing), 12 (responsible consumption), 14 (life below water)		



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	Relationships	Health and Well Being	Living in the Wider World
	R1 To understand the idea of empathy and give examples	H1-H16 Clearly explain ways that mental and physical health are linked	L2 To be able to explain the basics of the British democratic system and compare to other systems around the world such as dictatorships and military rule.
	R2 To be able to identify ways that we can maintain a healthy positive self-image , recognising and describing the ways that the media can negatively affect our self-worth by playing on anxieties.	Describe signs of mental ill health and where to get help	L3/4 To understand how political unrest and war impacts on children and children's rights
	R7 To give further examples of how stereotyping, prejudice and discrimination has an impact on individuals, groups and societies	Understand that everyone has mental health Understand the links between sleep and mental health	To explain what a human right is and describe the work of organisations that support human rights
	R11 Talk about examples of global collaboration and how/why this is important through an understanding of the role of the United Nations	H3 To be able to explain the range of influences that affect food choices such as health, religion, lifestyle choices (e.g. veganism), culture, economics, animal welfare (Red tractor logo) or ethics fair trade)	To be able to talk about and distinguish between refugees and asylum seekers. To have an understanding of the reasons that people might need to leave their homes
Year 6	R12 Talk confidently about the ways that we can resolve conflict referring to specific strategies such as peer mediation or restorative practice.	H5 To be able to describe ways that we can achieve goals and aspirations using examples from real life or fiction. Show awareness of qualities such as determination, practise, resilience, sacrifice, focus, training	L15 Explain the term ethical consumerism and describe how we can find out about the origins and ingredients of products using the labelling.
	R13-17 Confidently describe ways that stereotypes can be challenged and demonstrate knowledge of initiatives, movements or organisations that campaign for equality (such as Stonewall, Show racism the Red Card)	H9-H11 Describe many aspects of personal safety which will be relevant during the time of transition to high school and strategies/knowledge to keep safe	Describe some impacts of consumerism on the environment Explain how we can make changes in the way that we shop that can have a positive impact on the Global Goals.
		H12 Understand the risks of infections as relevant to sexual health	L15 Understand the dangers of debt through knowledge of gambling and online gaming, pop ups and targeted advertising
		H17	L16



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		Describe the risks of different drugs through the three areas of risk (what it is/thought to be; situational factors; who is using it) H22/H24/H25 Explain the term sexting and talk about how shared images can be made public, manipulated and used abusively. Be able to describe “safer user” mobile phone habits such as turning off at night, blocking users/content, age restrictions	Explain the terms enterprise, profit, loss and investment with examples from experience during enterprise event.
SRE	Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy To describe positive and negative ways of communicating in a relationship To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong		
Global Goals	To be able to confidently describe the aims of the Global Goals and how they connect us together as a world To talk about goals covered in previous years To confidently describe the following Global Goals: 3 (health and wellbeing), 5 (gender equality), 8 9decent work and economic growth) 10 (reduced inequality), 15 (life on land), 17 9partnership for the goals).		